

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13CA21

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mrs. Tami Graham

Official School Name: James S. Fugman Elementary School

School Mailing Address: 10825 North Cedar Avenue
Fresno, CA 93730-3586

County: Fresno State School Code Number*: 10621170106419

Telephone: (559) 327-8700 E-mail: tamigraham@cusd.com

Fax: (559) 327-8750 Web site/URL: http://fugman.cusd.com/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Janet Young Ed.D. Superintendent e-mail: janetyoung@cusd.com

District Name: Clovis Unified District Phone: (559) 327-9000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Sandra A. Bengel

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 32 Elementary schools (includes K-8)
5 Middle/Junior high schools
5 High schools
0 K-12 schools
42 Total schools in district
2. District per-pupil expenditure: 8100

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 9
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	62	45	107
1	62	54	116
2	48	49	97
3	59	68	127
4	62	50	112
5	61	43	104
6	60	41	101
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			764

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
19 % Asian
2 % Black or African American
16 % Hispanic or Latino
2 % Native Hawaiian or Other Pacific Islander
56 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1, 2011	764
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 2%
Total number of ELL students in the school: 19
Number of non-English languages represented: 12
Specify non-English languages:

Arabic, Armenian, German, Gujarti, Hmong, Korean, Other Non-English, Punjabi, Romanian, Russian, Turkish, and Vietnamese.

9. Percent of students eligible for free/reduced-priced meals: 12%

Total number of students who qualify: 92

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%

Total number of students served: 46

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>6</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>7</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>9</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>11</u>
Total number	<u>34</u>	<u>27</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 29:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	98%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Mission: Fugman guarantees a safe, positive, and cohesive learning environment that inspires all students to maximize their performance in mind, body, and spirit.

“Marlins swim with the Best!” is the motto that captures the belief and commitment of the students, parents, staff, and community members of the James S. Fugman Elementary School in Fresno, California. In 2004, Fugman was established and named after a well-respected administrator in the Clovis Unified School District (CUSD), James S. Fugman, Ed.D., a renowned educator whose dedication to academic excellence through high standards provides the blueprint for our rigorous and effective standards-based system. His love of fishing inspired the mascot, the Mighty, Mighty Marlin, and the school colors of black, blue, white, and silver.

Fugman Elementary, located in northeast Fresno serves students in grades K-6. The Fugman community can best be described as suburban, middle class, upwardly mobile, and culturally diverse. Fugman serves a diverse population of 764 students comprised of the following: American Indian (.8%), Black/African-American (1.6%), Filipino (1.7%), Hispanic (16.4%), Asian (19.4%), White (55.5%), and Other (4.6%).

Fugman has distinguished itself as one of the top performing schools in CUSD and in Fresno County. In 2004, Fugman achieved a base Academic Performance Index (API) of 930 and earned a district record high API of 978 in 2012. Fugman earned the highest district API for three consecutive years, this “Three-Peat” was enthusiastically celebrated with all staff and students.

The Professional Learning Community (PLC) model gives Fugman a framework in building staff capacity as members of high-performing, collaborative teams that focus on improving student learning. The Marlin Team has established a shared vision, mission, goals, and values. Collaborative teams work interdependently to achieve common goals. Staff continues to focus on results as well as a shared commitment to continuous improvement, which is evident in earning high achievement scores. Fugman excels as a PLC with a collaborative culture and clarity of purpose focused on student learning. Grade level teams examine current realities and turn collective inquiry into best practices.

Teacher Grade Level Estimates (TGLEs) is a process whereby staff analyzes performance data and establishes schoolwide goals. Through this unique systemic process, teachers disaggregate student performance by subskill, subgroup, classroom, grade level, and school-wide data using results from state, district, and common formative assessments. Teachers develop and implement prescriptive plans at all levels of performance for students in English Language Arts (ELA) and Math to ensure mastery learning. The TGLE process is a component of Fugman’s Response to Intervention (RTI) and is a collaborative process between staff, students, and parents. RTI provides levels of intervention that ensures students receive additional time and support. Fugman’s four-tiered Pyramid of Intervention addresses all struggling students. Students are frequently monitored for progress and receive more intensive intervention based on frequent data analysis.

Parents and community members are actively recruited and gladly support student learning through volunteerism. Parents provide over 1,000 hours a year of volunteerism and extend their support in fundraising for grants. Several parent advisory groups known as the School Assessment Review Team (SART), Intercultural Diversity Advisory Council (IDAC), School Site Council (SSC), and Parent Teacher Club (PTC) meet to discuss the effectiveness of academic programs, expenditures of categorical funds, and cultural and racial awareness. The Human Relations Council, comprised of diverse students, aligns with the IDAC forum to support “unity through understanding of diversity.” The Diversity Day, International Food Fair, and cultural presentations are activities supporting cultural awareness.

Fugman has earned the following recognition and awards: Honor Roll School Award (2007-2012) by the California Business Association, CUSD Exemplary School Award (2004-2012), California Distinguished School Award (2008, 2011), and the Bonner Virtues and Character Award (2008). Exemplary staff members have been recognized as recipients of both the CUSD Crystal Award and the Community Advisory Committee Special Education Award. Our students have benefited from grants including the Great Valley Center-Citigroup Success Grant, San Joaquin Valley Children's Health Association Grant, and CUSD Foundation Grants.

Students are provided the opportunity to maximize their potential to "Catch the Wave of Marlin Success" as they become the best they can be in "mind, body, and spirit." Students send cards to soldiers and patients at local hospitals and donate to Coats for Kids and Toys for Tots. Demonstrating service learning, students donate funds to the Community Food Bank feeding 3,500 people, sell local newspapers on "Kids Day" with all proceeds benefiting our local children's hospital, and collect "Pennies for the Leukemia and Lymphoma Society." Athletic, band, orchestra, and choir accolades, along with academic co-curricular programs such as Robotics, Science Fair, History Day, and Destination Imagination develop the whole child. Fugman plays an important role in preparing our children to lead successful enriched lives and face the challenges of the future.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

California measures student proficiency of state content standards through the Standardized Testing and Reporting (STAR) program. Each spring, students in grades 2 -11 take a STAR test. The STAR Program examines how successful schools and students are performing. Students take math, reading, writing, science in grades 2-6. Teachers and parents analyze and utilize test results to improve student learning. The STAR Program consists of four components: California Standards Test (CST), California Modified Assessment (CMA), California Alternate Performance Assessment (CAPA), and Standards-based Tests in Spanish (STS). CSTs are criterion-referenced tests used with the primary performance assessment for general education students and the CMA and CAPA are alternative performance measurements to the CSTs in ELA, math, and science for students with an individualized education program and specific eligibility criteria. These criteria-reference assessments place students in grades 2-6, into five performance bands: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. The STS is criterion-referenced and is aligned to the California content standards for reading/language arts and math.

California's integrated accountability system reports both the state Academic Performance Index (API), federal Adequate Yearly Progress (AYP), and Program Improvement (PI). The AYP is a statewide accountability system mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make adequate yearly progress.

Fugman's mission is to meet the federal requirement of having all students proficient or advanced in ELA and Math. With a focus on high standards and continuous improvement, the instructional program has a challenging goal of 100% of all students scoring advanced. The following website provides additional information regarding the STAR program: <http://www.cde.ca.gov/ta/>.

ELA: A five-year comparison demonstrates continuous growth at all grade levels in the proficient and advanced performance bands. Student achievement averages a (+12%) increase at or above proficient with 81% in 2008 to 93% in 2012. Most notable growth was made in grades 3 (+16%) and 5 (+14%). Socioeconomically Disadvantaged (SED) increased (+29%) over five years. English Learners (EL) increased from 75% proficient or advanced to 98% (+23%). Grades 4 and 6 maintained 100% proficient and advanced with EL students. In grades 3-6, the Asian subgroup moved to 100% proficient and advanced. The White subgroup in grade 4 increased from 91% to 100% (+9%) and grade 6 from 79% to 95% (+16%). School-wide growth with the White subgroup increased from 82% to 94% (+12%). Students with Disabilities (SWD) dropped in grade 6 from 67% to 61% (-6%).

Subgroups demonstrating a 10% or more difference between all students include grade 5 Hispanic with a (-25%) difference. In grade 4, SWD had a difference of (-11%). A difference of (-18%) was also noted in grade 5 SED. SWD in grade 6 demonstrated a (-28%) difference with 13 students tested. Ongoing data analysis focusing on the identification of individual students in each subgroup and monitoring their growth will increase subgroup achievement.

Math: Achievement shows an average increase (+9%) of proficient and advanced. In 2008, 85% were at or above proficient and in 2012, 94%. Grade 5 demonstrated significant growth of (+18%) from 77% to 95%. Grade 4 maintained over 90% proficient and advanced and in 2012 earned 100%. SED gained 38% from 46% to 84% at or above proficient. In 2008, SWD had 68% and in 2012 increased to 89% with a growth of (+21%). Grade 4 demonstrated (+60%) growth from 40% to 100% in 2012. For the last two years, this grade level maintained 100%. The Hispanic subgroup made (+25%) growth from 65% to 90%. The significant Asian subgroup scored 87% at or above proficient in 2008 and grew to 99% in 2012 (+12%).

Subgroups demonstrating a difference of 10% or more between all students in Math include grade 5 Hispanic with a (-15%) difference. Grade 3 demonstrated a difference with both SED (-15%) and SWD (-19%). Grade 6 SED had difference of (-23%). Decreased subgroup performance reflects poorly attended math intervention and the need for progress monitoring of at-risk students in these subgroups.

Over the past four years, the implementation of PLC processes has resulted in high performing collaborative teams focused on student learning. PLCs are the driving force behind increased student achievement. PLC teams are results oriented and respond to data by changing classroom practices.

The focus on first time best instruction, active engagement, and checking for understanding will ensure the continued trend of closing the gap with all subgroups. Frequent progress monitoring through the analysis of common formative and summative assessments ensures each student's mastery of the essential standards. Responding to students in need of additional support is vital to academic success for every student.

Compelling evidence shows Fugman's Pyramid of Intervention provides every below proficient student with additional time and support. Fugman's RTI identifies at-risk students placing them in the appropriate tier of intervention. The percent of students scoring proficient and advanced is 94% in ELA and 95% in Math. A statewide school rank of 10 and similar school rank of 10 was earned by Fugman over the past three years. Continued implementation of the Pyramid of Intervention with increased progress monitoring will have the desired outcome of closing the achievement gap with subgroups.

2. Using Assessment Results:

Staff analyzes school-wide historical achievement data through a document known as "A Data Picture of our School." This analysis leads to the Teacher Grade Level Estimate (TGLE), a unique, systemic process in which teachers disaggregate sub-skill, subgroup, grade level, and achievement data from state, district, and ongoing site-based formative common assessments. Development of prescriptive plans are sub-skill specific with clearly delineated strategies effective for various types of learners and groups of students including Special Education, Socioeconomic Disadvantaged, English Learners, 504, Health Impaired, below proficient, and advanced learners. The TGLE process continues with a collaborative meeting of administration, teachers, and support staff sharing prescriptive plans and referrals to additional interventions or support programs. Teachers share these plans between students and parents to ensure all stakeholders know the expectations. TGLE prescriptive plans become a working document and are monitored frequently based on formative data. All decisions regarding curriculum, instruction, and academic support are data-driven and adjusted based on formative student assessments.

Fugman has always been a data-driven school that collaborates regularly in horizontal and vertical teams. Focused, weekly collaborative discussions and decisions regarding student learning are based upon Richard Dufour's four corollary PLC questions: (1) What do we want our students to learn? (2) How do we know if each student has learned it? (3) How will we respond when learning has not occurred? (4) How will we respond when learning has already occurred? Weekly achievement data is analyzed using these questions to focus on students who perform below proficient while continuing to enrich the proficient and advanced. The progress of students is monitored by PLC's through the use of SMART goals. SMART goals are based on essential standards and are specific, measurable, attainable, realistic, and time bound. After teaching has occurred, and the common assessment is administered, data is analyzed to determine mastery. Teachers discern which students have mastered each standard and place them into groups based on their proficiency. Students are provided corrective instruction or enrichment utilizing research-based practices. Data from common formative assessments and district benchmarks is shared within and across grade levels. This data determines specific teachers' effectiveness in teaching to mastery. Collaboration and model teaching by effective teachers occurs, and this results in building the capacity of all teachers' efficacy and the ownership of all students.

The result of progress monitoring through the PLC process identifies students who are in need of additional support. These students are served in a multi-tiered approach to intervention: Tier 1: Benchmark- small, flexible grouping, instructed by the classroom teacher, and deployment based on deficit skills. Students in Tier 1 not making adequate progress are referred to the Student Study Team and moved to the next tier. Tier 2: Strategic- focused, small group instruction on a specific skill provided by an intervention specialist, utilizing additional curriculum and intensive support with frequent progress monitoring. Pre- and post- test data for these students is analyzed after eight week cycles and students who do not make adequate progress transition to Tier 3. Tier 3: Intensive- targeted instruction, research-based intervention material, four times weekly in differentiated small groups provided by Resource Specialists in a laboratory setting. Tier 4: Identification- students are considered for Special Education evaluation.

Fugman's overall school performance is measured through the Clovis Assessment System for Sustained Improvement (CLASSI), a district-wide, comprehensive approach to assessing educational quality. CLASSI is organized into three components and is intended to serve an evaluation and diagnostic function. Component I annually monitors critical student achievement indicators for grades K-12 that are aligned with the California standards and bear directly on the district goal of preparing graduates to continue their post-secondary education. Component II establishes standards and ratings for evaluating school management, community involvement, and co-curricular priorities which are indicative of a comprehensive, well-managed school programs. Component III is an assessment of the efficacy of the school as an institution. This serves as an opportunity for schools to reflect on and self-evaluate the practices and processes within the school. CLASSI results are analyzed with site administration and staff to develop an improvement plan monitored throughout the year.

In addition to academic achievement assessments, Fugman also surveys both parents and staff annually. The annual School Assessment Review Team (SART) parent survey gives all parents the opportunity to assess and evaluate the effectiveness of our academic programs, co-curricular activities, and instructional practices. Surveys are returned and analyzed by the SART committee and results are communicated to all parents, staff, and district level administration. Specific areas for improvement are identified and goals are established for the year and then monitored by stakeholders. To support and maintain a positive school environment, an annual staff climate assessment survey is administered to assess staff satisfaction regarding school culture. From the data collected, a quality improvement team is created with administration to target areas for improvement and action plans are developed to improve the school climate.

3. Sharing Lessons Learned:

Fugman's systems serve as a model in the district and state as a result of rigorous instruction, quality delivery, and pacing of standards. Our district is divided into five areas each comprised of five to seven elementary schools, an intermediate, and high school. Fugman is one of five elementary schools included in the Clovis North Area (CN). The area concept provides opportunities to share in small groups and articulate best practices in all curricular areas, develop common vocabulary, and support focused areas for improvement. Within the CN area, Fugman has served as a leader in sharing instructional practices and PLC processes. Teachers have shared many standards of practice across the CN area, such as math journals which incorporate critical vocabulary and strategies to solve sample problems. Another instructional approach shared with teachers is Cornell Note taking, a strategy focused on organizing key information which serves as a study guide. Both practices have been replicated at other schools within the CN area.

The PLC process is a core belief of Fugman staff for school improvement. Through the collaborative process, teachers implement new strategies, analyze their effectiveness, and share identified best practices. Fugman has been a leader in recognizing the difference between curriculum-based and standards-based instruction. This led to the development of essential standards pacing maps in which essential standards were the focus. In addition, PLC teams became innovators and leaders in the area of

assessment. Grade level teams researched assessments, identified question stems, and incorporated these stems in the creation of common formative assessments. Due to consistently high achievement data, schools throughout the district and county have inquired and observed Fugman's processes, programs, and teacher practices. Fugman has become an example for school improvement.

Fugman's RTI and four-tiered Pyramid of Intervention serve as a model for the district and special education department. This model distinguishes itself from others because of the immediate response provided to students not progressing. The additional time and levels of support Fugman provides is what other schools have identified as unique and innovative. Fugman's Pyramid of Intervention has been effective in meeting the desired outcome of closing the achievement gap with below proficient students and accurately identifying students needing special education evaluations. As a 2008 and 2012 California Distinguished School (CDS), this signature practice was acknowledged and shared on the CDS Signature Practices Website.

4. Engaging Families and Communities:

Fugman has established a strong collaborative culture and has embraced parents and community members as partners to maximize student achievement. Parents and community members are actively recruited to volunteer in the classroom, library, office, technology lab, and as guest speakers. Parents and community members provide more than 1,000 hours of volunteerism. Parents extend their support in fundraising efforts and school-wide annual events such as the Fitness Frenzy and the Marlin Fair. Funds generated are used for academic and co-curricular grants such as intervention stipends, supplemental materials, and technology to enhance student learning. In addition, practicing math facts, studying for tests, assisting with projects, and monitoring progress with Accelerated Reader are common ways parent support student learning.

Home to school communication is successful in effectively informing all stakeholders through a variety of venues: Student Parent Handbook, School Accountability Report Card (SARC), Single Plan for Student Achievement (SPSA), classroom newsletters, weekly Marlin Messenger, school calendar, school website, and co-curricular flyers. All district and site policies are available in different languages and interpreters are provided as requested. Fugman's website offers a wide variety of current information for parents and students to access such as: math facts, sight words, permission forms, curriculum links, and co-curricular handbooks. Additional links for parents include "help sites" and standards-based intervention and enrichment materials. Each teacher and/or grade level website includes current curriculum and instruction. These forms of communication help parents work with their students to support academic achievement.

Several parent and community advisory groups known as the School Assessment Review Team (SART), Intercultural Diversity Advisory Counsel (IDAC), Parent Teacher Club (PTC), and School Site Council (SSC), have provided strong support for the success of our school. These forums meet monthly to discuss overall school effectiveness, student achievement, cultural awareness, and financial support of all school programs. Every year, parents are provided a SART parent survey which is completed, returned, and analyzed by parents. Over the past three years, Fugman has earned the highest return rate of 99% in the district. Parents rated our overall school quality as 96% "good to excellent." Parking is identified as an area of concern and action plans for improvement are developed and shared with parents and staff.

Results for this annual survey form the basis for improvement plans submitted to the district and shared with the SART Committee. Monitoring the success of these plans is accomplished and reported the following year.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum is a comprehensive plan whereby standards, content, scope, and sequence is defined. The instructional program utilizes standards-aligned, state adopted textbooks, and ancillary materials in grades K-6 in the following content areas: reading/ ELA, mathematics, social science, science, performing arts, and physical education. Grade levels have identified essential standards based on the following criteria: endurance, leverage, and readiness for the next level of learning. The outcome is essential standards have been delineated and embedded in a grade level essential standards pacing map.

The essential standards pacing map serves as the framework for analyzing all curriculum. Teachers calibrate textbooks and supplemental materials to ensure the curriculum includes all standards. Grade level teams determine how effectively to supplement the core curriculum to ensure that all grade level standards are taught. There is a seamless connection between the essential standards and taught curriculum.

English Language Arts curriculum is defined by the essential development of skills of listening, speaking, reading, and writing. These skills are addressed through both state adopted and supplemental materials. Writing for Excellence is a research proven, standards based program that teaches writing structure and style to improve the strength and depth of student writing. In a third grade classroom, students learn to write formal, responses to literature selections by identifying genre, characterization, setting, plot, and theme in a cohesive piece through a systematic instructional process. Leveled readers, *Saxon Phonics*, *SRA* kits, daily nonfiction text, *Standards Plus*, *Drops in the Bucket*, *Measuring Up*, and *Mountain Language* are used daily.

A broad based curriculum allows for the development of both conceptual and procedural knowledge in mathematics. Math fact memorization and operational processes are taught simultaneously with concept application and problem solving through an extensive variety of strategies and methodology. Teachers utilize materials such as *Measuring Up*, *Mountain Math*, and *Standards Plus* to ensure all standards are mastered. Polyhedraville, a research-based mathematical investigation, employs all strands of math in a problem solving format as students build a futuristic city of geometric three-dimensional shapes. Students must work together to arrive at consensus when determining the cost to build the city, mirroring invaluable real-life experiences.

Science and Social Science standards are not just taught in isolation, but enhanced by supplemental curriculum that offers real world experience. Using *AIMS Education Foundation*, curriculum as a springboard, fourth grade students construct motors using magnets and integrate this task with technology through graphing and charting and the creation of PowerPoints. Student participation in local community service projects like History Day, Robotics, and Destination Imagination enables students to make meaningful connections to their learning. Fugman earned a grant to create a science lab to enhance and support the taught curriculum with hands-on activities and technology.

Performing Arts is a highly valued component of a well-rounded instructional program. Students in grades 1-4 receive music instruction weekly by a credentialed teacher utilizing the state standards and Silver Burdett's *Making Music*, a state adopted curriculum. Students in grades 5 and 6 are required to participate in choral or instrumental. In addition, teachers incorporate public speaking opportunities through classroom debates, Reader's Theatre, student body speeches, and oral reports. Participation in our annual drama production incorporates both music and speaking standards.

Fugman incorporates daily physical education for students in grades K-6 to addresses grade level standards. Clovis North High School offers a P.E. tutorial program where supervised high school students

lead *Game Day* lessons and activities with students in grades 1-3. The athletic program offers cross country, football, volleyball, wrestling, baseball, softball, intramurals, and track team participation.

To be relevant and competitive in the 21st century, students are immersed in the core curriculum through the vehicle of technology in and across the curriculum in all content areas. All curriculum can be accessed through the publisher website and are utilized by teachers for re-teaching and enrichment. In addition, the use of technology to enhance learning supports the curriculum and student engagement. Promethian Activexpressions used throughout lessons engage students in their learning and provide immediate feedback.

2. Reading/English:

Fugman has a broad-based approach to teaching reading that addresses different learning styles, modality strengths, and learning abilities. The reading program supports the development of phonemic awareness, vocabulary, comprehension, and fluency. It provides literature rich experiences that incorporate fiction and non-fiction text utilizing research-based strategies.

Teachers incorporate state adopted curriculum with a myriad of supplemental resources to ensure mastery learning of standards, to provide systematic remediation for below grade level students, while enriching the learning of the advanced student. The following state approved and district adopted texts are used: *Houghton Mifflin (HM)*, *McDougal Littell* (Grade 6), and *California Treasures* (Grades 3 and 5) published by McMillan/McGraw Hill. Primary teachers utilize *Rigby Readers*, *Wright Group*, *Reading A-Z*, and *Story Box* during guided reading. *Saxon Phonics*, *Modern Curriculum Press*, and *Drops in the Bucket* supplement the phonics program. Social science and science curriculum is used in grades 3-6 to create a rigorous, text-rich environment. *Measuring Up*, *Standards Plus*, *Steck Vaughn*, *Reading Detective*, *Reading Achievement*, and *Accelerated Reader* support the reading instruction. Materials used for identified subgroups to close the achievement gap include *Reading Naturally*, which addresses oral reading fluency, *Orton Gillingham* and *Saxon Phonics*, to develop phonemic awareness, *Avenues*, for our English Learners, and *STARS*, to support comprehension.

Instructional methodology is continually researched, discussed, implemented, and modified. Fugman continuously monitors progress through formal and informal assessments. Effective strategies include: explicit direct instruction, choral response, multi-sensory approaches, guided and shared reading, and read-a-louds, along with small group and one-on-one targeted instruction. Whiteboards, Promethean Flip Charts, and Activexpressions are used to support student engagement and provide immediate checking for understanding. By using these diverse methods of instructional delivery, the learning of all students is ensured.

Staff strives to close the achievement gap and improve reading skills with below and above grade level students. In August, students were universally screened in reading, writing, and math. These results, along with the CST data quickly identify at-risk students and immediate intervention is systematically provided through RTI. Reading intervention begins the first month of school with targeted instruction on deficit skills. Through weekly collaboration and common assessment data, a customized grade level deployment model is established to address and target the reading instruction by proficiency bands. This culture of collaboration and commitment to closing the achievement gap is a fluid process and meets the needs of all students.

3. Mathematics:

Fugman's foundation for teaching mathematics is based upon teaching conceptual and procedural knowledge. It is a firm belief of staff that successful math students are those that have a set of prerequisite skills including the mastery of basic facts. Fugman's math program is set up so that standards are taught to mastery, with a consistent and systematic spiral review that occurs daily. Articulated across grade

levels are a consistent mathematical vocabulary and problem solving skills. Important strategies such as notetaking, the use of graphic organizers, and manipulatives supports mastery of standards.

CUSD has adopted *Houghton Mifflin Math* for grades K-5 and *Holt Mathematics* for grade 6. This curriculum, supported by effective instruction, offers strong basic skills, while increasing students' conceptual understanding. Teachers utilize a variety of instructional materials including *Measuring Up*, *SRA Math*, *Drops in the Bucket*, *Standards Plus*, and *Mountain Math*. *Touch Math* addresses the kinesthetic needs of special education students. In addition, advanced students are challenged with lesson extensions and investigations that support higher critical thinking. Included in the curriculum is ancillary materials teachers use daily to assist differentiated instruction to meet the needs of all learners. Teachers acknowledge the necessity to teach the basic facts to automaticity, therefore, timed math fact assessments are administered daily.

Teachers spend extensive time discussing key components of effective lessons. Lessons are designed to include experiential learning with the use of manipulatives and explicit direct instruction with an emphasis on modeling, guided practice, and independent practice. An appropriate balance exists between conceptual and procedural understanding.

Instruction at Fugman is data-driven and based on pre-assessments, ongoing common formative assessments, chapter tests, and benchmarks. Multiple opportunities are provided for students to practice and move toward mastery. During lessons, mastery is assessed through the use of whiteboards, Promethean boards, Promethean Activexpressions, Pair Share, and Total Physical Response. Articulated across the school is the math journal for daily math notes in which students identify the objective, key vocabulary, and samples of problems to be used as a learning tool. These methods are implemented because they are researched-based and yield high results on common assessments and benchmarks. Students receive a systematic and well planned mathematical program through the identification of essential standards. Essential standards provide leverage and endurance to the next grade level and guaranteed learning for all students.

4. Additional Curriculum Area:

Students receive a state approved, standards-based, science program that builds knowledge and practical application as each student progresses to the next grade level. In addition to the *Scott Foresman* science curriculum, Fugman utilizes *AIMS*, enrichment activities, the scientific method, guest presenters, Fresno County Science Fair, Destination Imagination (DI), and LEGO Robotics to ensure a cohesive learning environment.

Fugman has a comprehensive plan for implementing science curriculum across grade levels. Grades K-3 focuses on vocabulary and concept development in the areas of physical, life, and earth sciences.

Utilizing PowerPoints and art, primary students study earth and life science units that enable the students to master science standards across curricular areas. Live observation opportunities are provided through the raising and releasing of butterflies and frogs. All grade levels integrate science into language arts and social studies curriculum. Zoolynx Docents are invited to introduce students to live bats, and then relate the information to creation of folktales, and reports. Hands-on tasks are used to compare and contrast rocks and fossils. The Farm to Table program links social studies to science. Third grade investigates the solar system through planet presentations and researches habitats through multi-media models and research reports.

Grades 4-6 incorporate mini-labs, experimentation, and technology into the science curriculum. Fourth grade concentrates on circuit boards, magnets, rocks, and micro-organisms through guest speakers, student projects, teacher created games, and experimentation. Use of technology and student guided learning is achieved through tracking weather using computer-based models, creating multimedia planet projects and reports, and student created PowerPoint presentations utilizing *Scott Foresman*. Students are offered firsthand learning experiences through grade level field trips. The Regional Learning Center in

Sonora, California is an overnight science camp that integrates math and science through hands-on, real life experiences such as orienteering, survival skills, habitats, and birds of prey.

Science Fair, LEGO Robotics, and DI are co-curricular activities that help extend the science curriculum.

Over 160 upper grade students participate in these activities. They require students to apply their learning into practical knowledge. For example, one DI Challenge created a structure weighing less than 78 grams, using only newspaper and glue that would support 800 pounds or more. The students used physics to research the strongest shape to create their structure. All of these co-curricular activities extend the standards-based learning beyond the curriculum and the classroom.

5. Instructional Methods:

Fugman's goal is to maximize the educational opportunity and achievement of all students by practicing exemplary instructional strategies and developing powerful learning experiences in all subject areas. Differentiation occurs through the practice of tiered lessons that address the needs of all proficiency bands and subgroups. First Time Best Instruction (FBI) and tiered lesson design provide rich differentiation that supports all learning styles and abilities. Ongoing analysis of data in PLC's and vertical teams allows teachers to diagnose skill strengths and weaknesses which lead to prescriptive instruction. DuFour's four questions serve as the foundation for differentiation. (1) What do we want students to learn? (2) How will we know when students have learned it? (3) What will we do when student haven't learned it? 4) What do we do when students have mastery?

Fugman teachers develop FBI lessons based on the explicit direct instruction model. This model allows for checking for understanding (CFU) throughout the lesson. A key CFU is TAPPLE (teach, ask question, pause/pair share, pick non-volunteer, listen for response, and provide effective feedback). This process provides an opportunity for teachers to make important instructional modifications regarding pacing, re-teaching, and instructional approaches. Fugman's three-tiered lesson design delineates the independent practice for the below level, on level, and above level learners.

During skill and concept development, a variety of instructional strategies are used to ensure high levels of learning. Small group instruction, frontloading key vocabulary, TPR, Cornell Note taking, graphic organizers, process/procedural charts, reciprocal teaching, and cooperative groups are used to provide access to the core curriculum in a differentiated way. Daily schedules are designed to provide specific instruction for struggling and advanced students during the school day. Deployment is a time for enrichment for those students who have demonstrated mastery, while providing immediate intervention and re-teaching to those who did not. Special Education supports deployment through direct services in reading, visualization and verbalization, multi-modality instruction, and touch math to assist our struggling students. Vertical teams meet to ensure that critical instructional strategies are articulated so students have consistency each year.

Technology is critical in differentiating the learning for students. Remote response devices provide instant feedback and prompts re-teaching. PowerPoint lessons, movie clips, and interactive tablets are incorporated into the instruction of each subject area. Advanced students use technology to conduct research and create multimedia presentations. Several web-based programs, such as Starfall, offer our struggling students with extra practice in critical areas.

6. Professional Development:

Through focused, schoolwide achievement data analysis, a need was identified to close the achievement gap among subgroups and sustain the high number of proficient and advanced students. Professional development is based on the achievement data and the alignment with schoolwide goals. Therefore, Fugman has focused professional development in the PLC process, standards-based instruction, RTI, and Common Core Standards.

PLC is the vehicle through which Fugman ensures all students learn at the highest level through a culture of collaboration focused on results. The PLC process was determined to be the most effective practice as it led grade level teams to identify essential standards, examine best instructional practices, delve deep into assessment, and analyze data in a more focused and edifying way. All staff has been trained by Richard Dufour on the PLC process.

As an outcome of discussions in PLCs, several areas for staff development were identified. Writing and FBI lessons have been the staff development focus of the CN area. *Writing for Excellence* training was provided to teachers in grades K-12 to ensure common vocabulary, strategies, and outcomes. Common grade level writing prompts and assessment rubrics were created for uniform formative assessments. To strengthen instructional practice and increase student learning, teachers supported training in “first time best instruction.” Critical components of effective instruction include: modeling, guided practice, independent practice, checking for understanding, and active engagement. Staff development focused on lesson design and teacher observations by administration were based on these components.

Staff has been trained in the process of RTI. This training and research led to the creation of a four-tiered model of Pyramid of Intervention with specific hierarchy of support and frequent monitoring. The result has been a timely and prescriptive response to struggling students, the ability to establish and monitor flexible groups, and 100% identification of students with special needs which resulted in greater gains in annual student achievement.

Currently, California is moving from state standards to the national Common Core standards. Fugman recognizes the challenges and desires to be proactive in preparation. Teachers are in the beginning stages of incorporating teaching strategies and lessons that align with Common Core. Trainings by Lori Cook and Lisa Carter have provided a framework for this transition. Future participation in state and district staff development is scheduled.

7. School Leadership:

School leadership is a shared responsibility of the staff at Fugman which has fostered a collaborative culture since its opening year. The PLC model provides a framework to build teacher and parent capacity to work as members of high-performing teams that focus on improving student learning. These collaborative teams established a solid, shared vision, mission, and goals aligned to the district aims. Fugman was built on a commitment to continuous improvement with a strong focus on results. This is evident in high achievement scores annually. Site administration and teacher leaders engage the school in continuous improvement. The Plan-Do-Study-Act process is applied to all areas of the comprehensive school program. Embedded in the principles of this school is the desire to turn knowledge into successful practice while continuously monitoring and assessing teacher effectiveness and student achievement.

The administrative team comprised of the principal and guidance instructional specialist has structured the school so that stakeholders play a role in school improvement. Grade Level Support Team (GLST) includes special education, classified support, one teacher per grade level, and site administration. GLST examines current schoolwide and grade level realities and turn collective inquiry into best practices. Facilitating and monitoring grade level meetings, school policies, curriculum, co-curricular programs, safety procedures, and school climate is a function of this team. Comprised much like the GLST, the PLC Support Team monitors grade level assessment results, facilitates the identification of SMART goals and common assessments, creates timelines, and produces artifacts of student learning. The PLC Support team monitors the effectiveness of the RTI model. This team drives our instruction and other decision-making based on the Plan-Do-Study-Act process.

Administration empowers parents and community members involved with SSC, SART, PTC, and IDAC to monitor school funding, school programs, student learning, safety, and school policies. These forums make recommendations affecting student achievement, safety, and school programs. Yearly proposals for

school improvement are based on the Plan-Do-Study-Act process. Through this process, the evaluation of the SPSA, Safety Plan, and school/district mission and vision occurs. Annually, parents participate in a survey which rates the effectiveness of the school in numerous areas. The results from this survey are used to develop an improvement plan which is articulated to all parent groups, staff, and district administration. Fugman is fortunate to have an exemplary school staff and community that embrace the overarching goal of continuous improvement with a focus on “all students achieving at high levels.”

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Services

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	97	96	100	93	92
Advanced	89	84	89	66	63
Number of students tested	102	94	83	80	79
Percent of total students tested	100	100	95	100	98
Number of students alternatively assessed	2	2	2	2	0
Percent of students alternatively assessed	2	2	2	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	82	82	Masked	Masked	Masked
Advanced	55	64	Masked	Masked	Masked
Number of students tested	11	11	9	6	1
2. African American Students					
Proficient/Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	2		2	2	1
3. Hispanic or Latino Students					
Proficient/Advanced	92	89	Masked	93	Masked
Advanced	85	78	Masked	43	Masked
Number of students tested	13	18	9	14	8
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	8	1	8	8
5. English Language Learner Students					
Proficient/Advanced	92	Masked	100	Masked	Masked
Advanced	75	Masked	80	Masked	Masked
Number of students tested	12	6	10	2	2
6. Whites					
Proficient/Advanced	97	98	100	90	91
Advanced	86	82	89	69	61
Number of students tested	59	56	56	51	56
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA21

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Services

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	92	87	84	79	76
Advanced	59	53	54	46	38
Number of students tested	102	94	87	80	79
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	2	2	2	2	0
Percent of students alternatively assessed	2	2	2	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	91	64	80	Masked	Masked
Advanced	0	27	20	Masked	Masked
Number of students tested	11	11	10	6	1
2. African American Students					
Proficient/Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	2		2	2	1
3. Hispanic or Latino Students					
Proficient/Advanced	92	67	60	71	Masked
Advanced	39	28	40	21	Masked
Number of students tested	13	18	10	14	8
4. Special Education Students					
Proficient/Advanced	Masked	Masked	50	Masked	Masked
Advanced	Masked	Masked	0	Masked	Masked
Number of students tested	9	8	10	8	8
5. English Language Learner Students					
Proficient/Advanced	92	Masked	90	Masked	Masked
Advanced	67	Masked	50	Masked	Masked
Number of students tested	12	6	10	2	2
6. Whites					
Proficient/Advanced	88	91	88	80	75
Advanced	53	52	56	51	39
Number of students tested	59	56	59	51	56
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA21

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Services

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	100	93	93	93	91
Advanced	92	73	75	76	74
Number of students tested	100	86	91	74	70
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	2	1	2	0	2
Percent of students alternatively assessed	2	1	2	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100	Masked	Masked	Masked	Masked
Advanced	69	Masked	Masked	Masked	Masked
Number of students tested	13	9	6	4	7
2. African American Students					
Proficient/Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	1	1	3
3. Hispanic or Latino Students					
Proficient/Advanced	100	80	88	90	Masked
Advanced	83	60	69	70	Masked
Number of students tested	18	10	16	10	8
4. Special Education Students					
Proficient/Advanced	Masked	Masked	91	90	90
Advanced	Masked	Masked	55	90	70
Number of students tested	8	4	11	10	10
5. English Language Learner Students					
Proficient/Advanced	Masked	82	Masked	Masked	Masked
Advanced	Masked	46	Masked	Masked	Masked
Number of students tested	6	11	4	1	1
6. Whites					
Proficient/Advanced	100	95	93	93	93
Advanced	95	77	71	72	78
Number of students tested	60	56	58	53	45
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2008, 70 fourth graders were given the California Standards Test and 2 students were alternatively assessed.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Services

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	99	90	91	87	91
Advanced	81	63	71	65	64
Number of students tested	100	86	91	76	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	2	0	2
Percent of students alternatively assessed	2	1	2	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	92	Masked	Masked	Masked	Masked
Advanced	54	Masked	Masked	Masked	Masked
Number of students tested	13	9	6	4	7
2. African American Students					
Proficient/Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	1	1	3
3. Hispanic or Latino Students					
Proficient/Advanced	94	70	75	80	Masked
Advanced	61	40	50	50	Masked
Number of students tested	18	10	16	10	8
4. Special Education Students					
Proficient/Advanced	Masked	Masked	73	55	90
Advanced	Masked	Masked	27	18	30
Number of students tested	8	4	11	11	10
5. English Language Learner Students					
Proficient/Advanced	Masked	82	Masked	Masked	Masked
Advanced	Masked	46	Masked	Masked	Masked
Number of students tested	6	11	4	1	1
6. Whites					
Proficient/Advanced	100	93	95	89	91
Advanced	83	66	76	66	62
Number of students tested	60	56	58	55	45
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2008, 70 fourth graders took the California Standards Test and 2 students were alternatively assessed.					

13CA21

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Services

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	95	97	94	88	77
Advanced	78	72	75	60	42
Number of students tested	92	90	87	72	57
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	91	91	Masked	Masked	Masked
Advanced	55	36	Masked	Masked	Masked
Number of students tested	11	11	4	7	4
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	1	3	4
3. Hispanic or Latino Students					
Proficient/Advanced	80	100	83	64	Masked
Advanced	67	57	58	27	Masked
Number of students tested	15	14	12	11	8
4. Special Education Students					
Proficient/Advanced	Masked	100	Masked	Masked	Masked
Advanced	Masked	60	Masked	Masked	Masked
Number of students tested	4	10	9	6	5
5. English Language Learner Students					
Proficient/Advanced	100	Masked	Masked	Masked	Masked
Advanced	90	Masked	Masked	Masked	Masked
Number of students tested	10	5	2	2	2
6. Whites					
Proficient/Advanced	97	96	95	88	75
Advanced	79	70	75	61	46
Number of students tested	58	54	55	43	28
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA21

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Services

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	91	90	94	89	77
Advanced	71	60	52	58	37
Number of students tested	92	90	87	72	57
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	73	82	Masked	Masked	Masked
Advanced	64	36	Masked	Masked	Masked
Number of students tested	11	11	4	7	4
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	1	3	4
3. Hispanic or Latino Students					
Proficient/Advanced	67	93	83	73	Masked
Advanced	40	50	50	36	Masked
Number of students tested	15	14	12	11	8
4. Special Education Students					
Proficient/Advanced	Masked	60	Masked	Masked	Masked
Advanced	Masked	20	Masked	Masked	Masked
Number of students tested	4	10	9	6	5
5. English Language Learner Students					
Proficient/Advanced	100	Masked	Masked	Masked	Masked
Advanced	60	Masked	Masked	Masked	Masked
Number of students tested	10	5	2	2	2
6. Whites					
Proficient/Advanced	95	93	95	91	79
Advanced	76	63	53	56	43
Number of students tested	58	54	55	43	28
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA21

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	85	88	86	73	78
Advanced	45	60	61	34	49
Number of students tested	101	94	72	62	72
Percent of total students tested	99	98	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	62	Masked	Masked	Masked	Masked
Advanced	31	Masked	Masked	Masked	Masked
Number of students tested	13	7	6	6	6
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	1	4	3
3. Hispanic or Latino Students					
Proficient/Advanced	87	85	Masked	Masked	Masked
Advanced	20	31	Masked	Masked	Masked
Number of students tested	15	13	9	8	9
4. Special Education Students					
Proficient/Advanced	77	91	Masked	Masked	Masked
Advanced	39	46	Masked	Masked	Masked
Number of students tested	13	11	7	6	6
5. English Language Learner Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	1	2	6	1
6. Whites					
Proficient/Advanced	82	86	88	74	77
Advanced	42	59	64	36	48
Number of students tested	62	59	42	31	48
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA21

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Services

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	90	88	89	81	81
Advanced	68	52	68	48	51
Number of students tested	101	94	72	62	72
Percent of total students tested	99	98	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	85	Masked	Masked	Masked	Masked
Advanced	62	Masked	Masked	Masked	Masked
Number of students tested	13	7	6	6	6
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	1	4	3
3. Hispanic or Latino Students					
Proficient/Advanced	80	77	Masked	Masked	Masked
Advanced	53	54	Masked	Masked	Masked
Number of students tested	15	13	9	8	9
4. Special Education Students					
Proficient/Advanced	62	73	Masked	Masked	Masked
Advanced	46	27	Masked	Masked	Masked
Number of students tested	13	11	7	6	6
5. English Language Learner Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	1	2	6	1
6. Whites					
Proficient/Advanced	92	90	91	84	83
Advanced	69	53	74	48	54
Number of students tested	62	59	42	31	48
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13CA21